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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Is There a Parallel?

A DISTRICT SUPERINTENDENT in a hill town of Western Massachusetts has a new Franklin car—a beauty and a joy. This district superintendent is a graduate of Harvard University, but has always specialized on "Better Rural Schools."

Incidentally he has always used his pen for the promotion of "Better Country Life," especially in the hill towns of Western Massachusetts.

"Our Hill Town Neighbors" is the heading of a Sunday column in the Springfield Republican.

Recently a man of abundant means, one who keenly appreciates the charm of the Berkshires and other hill towns of Massachusetts, presented this district superintendent with an elegant new Franklin car, stipulating that he should not be annoyed by publicity, so that we do not know the name of this noble specimen of appreciation, but we are proud of an intimate acquaintance of many years with the man who is enjoying writing "Our Hill Town Neighbors," and his new Franklin.

Department of Superintendence, Boston, February 25-March 3.

Education in the Philippines

THE Philippine government has commissioned Principal Trinidad, Luyon Normal School of the North of the Philippine Islands to spend this school year in the United States in the study of teacher training and related problems.

Mr. Trinidad was graduated from the Iowa State Teachers College at Cedar Falls five years ago. He demonstrated rare scholastic ability and achieved high rank in all phases of professional activity. He returned to the

Philippines and was at once accepted as an educational leader. This year in the United States will mean more to the islands than anything previously done, because Mr. Trinidad knew the needs of the islands before he came to Cedar Falls, where he was in the best professional atmosphere. Since then he has been in the islands for five years, and has a genuine Normal School well established. Now he will spend ten weeks at Colorado State Teachers College at Greeley, and after studying other leading teacher-training institutions of the country will spend the closing months of the school year at Teachers College, Columbia University, after which he will return to his own Normal School in the Philippines.

President John Grier Hibben of Princeton says the whole conception of the universe has grown, and the position of man has been largely increased in that man has been able to grasp this great conception of the universe.

President James R. Angell of Yale University told the freshmen on October 3 that the business of the college is to give students an opportunity to develop themselves as they see fit.

Highway Safety Essential

THERE were seven thousand children in highway accidents, and 175,000 children seriously injured by highway accidents last year. There are more children killed on the highway between six and ten years of age than at any equal length of time in their age. The schools can do more than all other agencies in educating and inspiring children to protect themselves. For schools to neglect their responsibility is not only indefensible, but it is criminal negligence.

When a pupil fails in school there are three questions to be answered before anything is done about it. Has the school failed? Has the teacher failed? After these questions are answered, and not till then, can we ask: Has the pupil failed?

American Vocational Association

THE annual convention of the American Vocational Association will be held in Los Angeles, December 17, 19 and 20. Under the leadership of Dr. Edwin A. Lee, director of the Division of Vocational Education of the University of California, this will be the greatest vocational convention in the history of this country. Both Canada and Mexico will participate in making it a North American conference. All branches of vocational education will participate.

Dr. Arthur J. Roberts

THE death of President Roberts of Colby in a hospital at Morristown, N.J., on October 11 removes from the circle of college and university presidents the senior in point of service in the New England group. He lacked only one year of having been president of Colby College for twenty years, and only President Faunce of Brown University had been in service longer.

No other president of Colby had served so long, and his administration was high water mark in increased enrollment, in scholastic standardization and in financial prosperity.

Colby has always been a training school for successful teachers. The number of Colby graduates who were invited to good positions in Massachusetts was only equaled by the record of Bates.

Is It a Western Massachusetts Habit?

AN INTERESTING companionpiece to the new Franklin car presented to a district superintendent of Western Massachusetts is a recognition of the notable service rendered the schools of North Adams, Massachusetts, for many years by Superintendent I. Freeman Hall.

Mr. Hall has had an important as well as interesting experience. He graduated from the Bridgewater State Normal School at an early age, later graduated from Dartmouth College, was superintendent of several Massachusetts cities.

Mr. Hall is one of the few persons now living who was a principal in Quincy, Massachusetts, when Colonel Francis W. Parker was superintendent. He was a worthy companionpiece to Alexis E. Frye, whose fame in authorship resulted largely in service with Colonel Parker in Quincy.

When Mr. Hall retired from active leadership and was teaching quietly and successfully in a North Adams private school, a man, eminently successful, who had been a pupil under Mr. Hall's superintendency, quietly suggested that he had arranged for a weekly check to come to I. Freeman Hall as long as he lives, so that he need not give heed to any possible lean years.

All honor to Western Massachusetts, that is producing such noble and appreciative citizens.

North Carolina has the lowest prison population of any state in the union.

Boy Scouts in Paris

By A. E. WINSHIP

IT IS of more than passing interest that the American Legion at the close of their wonderful meeting in France endorsed the Boy Scout movement enthusiastically. This is a deserved tribute to the matchless achievement of the Boy Scout movement.

The Boy Scout movement harvests ripened boyhood.

A Boy Scout is not only good but is good for something.

The Boy Scout executive is a man of noble purpose, with the vision of a prophet, the genius of an inventor, and the devotion of a pioneer.

The Boy Scout master is a noble comrade of boys when they are emerging from the green fruit stage of boyhood.

One of the notable events of September was my attendance upon the Regional Conference of Boy Scout executives of the Carolinas, Georgia, and Florida. I had no conception of the quality of leadership developed in the Boy Scout movement, though I have been closely and officially related to it from the first activity of Mr. West.

This was a conference of only one of the twelve regions of the United States. In these regions there are seven hundred cities with Boy Scout executives. The central regional office of these four states is in Atlanta, and the director of the region has his offices there. F. D. Chadwick, the regional director, is a man of commanding ability, and would rank with a bishop in a church or a state commissioner of education in any state.

There were two representatives of the National Headquarters in New York, and for four days this conference was down to business forenoon, afternoon and evening. I have been a conventioner from young manhood, and I have never seen any conference function more effectively than did this conference at every session.

I have never seen a more earnest, intelligent and devoted group of men together. These Scout executives in educational preparation and equipment, in personality and professional skill and in salary will rank with the best clergymen and best school men in their cities.

The Scout executive has to deliver the goods for his salary, and continuance in office depends upon definite local efficiency. He is the man who must secure the voluntary service of the Scoutmasters, of whom there are in the seven hundred Scout Councils of the United States one hundred and seventy-two thousand (172,000).

The Scout executive must induce from fifty to five hundred of the best manly men to devote time and talent every week to the making of manly boys during the four or five critical, physically and socially, years of youth.

This is a requirement definitely made of no other equal group of men in any of the seven hundred cities in the United States with Scout Councils.

The Boy Scout Council which selects the Scout executive is composed of the leaders of the city, men of high business and professional standing, bankers, merchants, manufacturers, lawyers and physicians, always men who believe that the making of the manhood of the adolescent boy is as great a service as can be rendered America.

The national offices in New York City, administered under the direction of James E. West, are responsible for the promotion of regional conference activities, and are responsive to the heart throbs of Boy Scouts, Scout executives, Scoutmasters, and Scout Councils composed of men to whom virile youth will look up with pride and confidence.

Is it any wonder that the American Legion at its great meeting in France spoke in heroic terms of the value of the Boy Scout movement?

Since the above was in type Sir Robert Baden Powell, of England, founder of the Boy Scout movement in England, has been notified from Stockholm that he has been formally nominated as a candidate for the next Nobel prize. Earlier in the summer Sir Robert visited Stockholm and took part in the international exercises attended by more than 3,000 Scouts from many different countries. The value of each of the five annual Nobel prizes will this year be $32,478, according to the most recent calculations based on the total earnings of the estate of the late Alfred Nobel, who founded the prizes twenty-five years ago. When the Peace Prize is paid in Stockholm the winner is selected, according to Nobel's will, by a Norwegian committee.

The first duty of education is to teach people to do better the desirable things that they are going to do anyway.
—Thomas H. Briggs.

Belding's Page

RESPONDING TO A TONE

INVENTIVE genius has contrived a mechanism which automatically answers a telephone. To be sure it is only effective within a narrow range. For example, it may be installed at the valve house of a city reservoir, and when queried by a distant operator it will respond by stating how many feet of water are in the pond. Or when placed at a power station, the automaton will answer definite queries regarding the working of the generator.

The impressive point about this novel and almost human contraption is that it responds in proper manner when addressed by a tuning fork of a certain designated pitch. The dispatcher seeking information from a remote point first obtains the connection by calling the telephone operator. He then presses a button which sounds a tuning fork into the transmitter of the phone. The instrument at the other end does the rest.

Teachers who hope to obtain the right response should make sure that they address the boy or girl in the right tone to awaken the response they desire. The tone of voice, the pitch and quality, make an enormous difference in the response. The wrong tone will throw the pupil's mental apparatus out of order, upset his emotional condition, and disturb the entire educational process—not for that one pupil only, but for the entire class.

A teacher with a screech or a whine in place of the controlled voice suited to her place and function is about as likely to enlist the interest of the child as the sound of filing metal is to cure a patient of nervous disorders.

If some teachers could only listen to themselves! Won't some one please go around taking down phonographic records of these raucous, squalling tones and make presents of the reproductions to the owners of such voices? It would be a great service to education.

THE RIFT IN INDIANA

AN INTERESTING evolution is working out in Indiana. Teachers in outlying districts, finding themselves unable for the most part to attend the conventions of the state association in Indianapolis or to exercise much influence in its policies and politics, have formed two sectional associations, known respectively as the Northeastern and the Southwestern Indiana Teachers Associations. These organizations are holding their own conventions and maintaining the right to be considered parts of the state-wide organization.

The split is doubtless temporary. A working arrangement of some sort will be made, as has been done in other states. All parts of the state should be represented in the controlling of an association claiming to be co-extensive with the state. All parts of a state have the right to demand their share of consideration, and in time—if the fight is fair and open—a closer union will be effected with fairness to all concerned. The sooner this takes place in Indiana, the better will it be for all the profession.

HER EDUCATION

JANE is the only daughter of a well-to-do home. She is also a graduate of a woman's college.

Jane and her mother were out driving in the family car the other day, when something went wrong, and it seemed best to draw up at a service station that the trouble might be remedied.

The mother gave the service man a generous tip. Later, in the car, the daughter expostulated, saying that the practice of tipping is bad in principle; that it causes a deterioration of all service; that the person who does not tip is likely to suffer from the action of those who do; and so on.

The mother's reply was this: "Jane, I have found that I get better attention when I tip, and I am going to keep on tipping."

The incident is cited to illustrate one of the greatest values which a person may obtain from education. College had lifted this girl out of the narrow environment in which she grew up, had given her a social consciousness and conscience. She could not go on living just the same sort of life without at least a protest. She had learned that one person's conduct affects the happiness of all other persons. And she desires to be fair to other persons.

It is never too early to commence the socializing process. Unless it commences before college it may not be accomplished at all.

The earlier we can erase from the mind of the child and—if possible—his parents, the notion that education is aimed at giving him an advantage over his fellows, the better for civilization.

Anson W. Belding

Associate Editor.

School Problems

Edited by a School Executive

8. Has a school official any right to ask his teachers to make home visits? (Utah)

Although he has the right it would generally be poor policy to insist on it. The object of such visiting is to establish friendly co-operation between home and school through a better acquaintance of the family with the teacher, and of the teacher with the home conditions of the pupil. Forcing a teacher would send her into the home with the wrong attitude, and could never bring the best results. Better try to convert the teacher, or use some other method to get the desired co-operation.

9. Is it wisest to group children into classes according to ability? They all have to live together later. (Arizona)

If democracy means equal opportunity then the needs of the bright as well as those of the slower must be met in the school and this means grouping or sectioning according to ability. As for the outside world when we go into a study of the matter we find that all social grouping is largely on a basis of similarity of intelligence. So a school grading on this basis is true to life.

10. Should we allow outside agencies to offer prizes in our schools? (Wisconsin)

It has been found unwise on the whole to allow such prizes to be offered. Any well regulated school system does not provide for the break such a contest makes in its plans to meet individual and community needs. It also gives rise to a rivalry and competition that often stirs up wrong emotions and prejudices among the pupils. But most important of all it sets up a tangible reward as a goal, which is a poorer motive than the acquisition of power for service and the joy of achievement.

11. To what extent is a Board of Education justified in interfering with matters of high school discipline? (New Hampshire)

To the extent of referring it to the superintendent for thorough investigation and decision with the high school principal. Any practice of a School Board to consider and settle matters of high school discipline is dangerous, and leads to much trouble. The superintendent of schools is hired as an expert agent, and should be held responsible for the progress of the schools. If the matter involves the suspension or dismissal of a teacher then with the recommendation of the superintendent it becomes a legislative matter, and necessitates action on the part of the Board of Education.

12. Should all pupils who complete Junior High School be permitted to enter Senior High School if they desire to do so? (North Dakota)

If the high school has the facilities for meeting the individual needs of the child as the true junior high school is supposed to, that is, the pupil's individual tendencies, social and industrial as well as scholastic, with provision for individual and small group procedure—yes, but such high schools are not common. In most places there are children who should be allowed to proceed through the junior high school with its industrial exposure and fine social advantages who are not candidates for the ordinary high school. Here they would meet failure with its unfortunate scar. They are individual cases and few in number.

13. How far down should corrective health work go in our schools? (Tennessee)

It should begin in the kindergarten or, better still, in our pre-school drives. By beginning as early as possible many posture defects can be corrected which if allowed to run only a short time become permanent deformities. It is most important to make corrective work a definite part of your health program from the very start.

14. What is a principal's chief duty? (New York)

Supervision of instruction. The principal is before all else a guide to pupils and teachers, and this means he must spend much time in the classroom studying the pupil-teacher situation, in order to help the teacher meet individual and class needs. His business in supervision is to study classroom problems, help the teacher frame programs of procedure, put these programs into action and oversee the check-up on results. This is made difficult by his many other duties, but the efficient principal works constantly to guard his time from inroads that will hamper him in his chief duty, classroom supervision.

This Discipline

By W. C. McGINNIS
Superintendent, Revere, Massachusetts

"DISCIPLINE is essential to successful teaching, and the lack of ability to maintain discipline marks a teacher for failure regardless of her education and professional training." Ten people, teachers, principals, and supervisors, all agree that the above quotation is true. But when the same people are asked individually to define "discipline" as applied to school procedure there is a diversity of concept. What is discipline to one is autocratic superimposed repression to another. What is cooperative group action or discipline to one means the absence of discipline to another. To one freedom and democracy are the cardinal principles of a proper method of discipline.

"We are apt to think of discipline as a process of obtaining or maintaining order, but it is more correct to think of it as order or conduct itself. We are likely also to think of democratic control as a control without force or coercion. A little reasoning makes it clear that order (or discipline) cannot exist even in a democratic society without control, and that there is no control without the power of force or coercion behind it.

* * * * * * * * *

"Nothing in public school education is more important than the inculcation of respect for properly constituted authority."

"Discipline" is the most dreadful word in the professional vocabulary of the beginning teacher, and many a teacher of years of experience comes back to her work in the fall, after six weeks of summer schools, burdened with a heavy sense of guilt that for years she has been an oppressor of youth. Self-expression, self-determination, freedom of choice, respect for personality, liberty, democracy, and development of self one after another and in a group sit upon her pillow at night and mock her dreams of being a teacher. She has been made to feel that she has smothered liberty and killed freedom in her classroom because she did not recognize the principles of democracy.

Self-determination, freedom of choice, liberty, and democracy are the most accusing and terrifying spectres come to haunt her from out the summer school classroom. But these ghosts are not real. They are only nightmares, having even less substance than the stuff that dreams are made of, and like all nightmares are the result of poor digestion. The teacher has not digested the truth regarding self-determination, freedom of choice, liberty and democracy. These are all good things, but they function to only a limited extent in life. A boy may "self-determine" to exercise his liberty to cross a busy street, and may use "freedom of choice" as to the how and when of crossing, but if he disregards the traffic signal or goes jay-walking he will find that the street is no safe place for his conception of democracy. He will find that he does not live to himself alone, that he is restricted in his choice and actions by the rights of other people, and that the standards of the many very largely determine his course of action. If he is given to reflection he recognizes the fact that his every right and privilege has its corresponding obligation and duty. He may not know it, but this fact represents a law of sociology, and is applicable to all life situations. The standards of society, whether customs, traditions, common law, statute law, or traffic regulations, determine to a considerable extent what we shall do, and how, and when, and where, in all life situations. Then why have nightmares over attempts to apply different principles to the classroom?

We frequently hear people complain that "the school is an artificial place in which boys and girls are confined within four walls and required to do certain things at certain times and in certain ways whether they want to or not." Even if we accept the statement as being entirely true a clear analysis of it need not cause a great amount of alarm. Life is exactly like that, whether it is the life of the individual in the home, the street, the church, the office, the factory, the store, or in the halls of congress. In a baseball game the only part of the indictment lacking is the four walls.

In his older years John Ruskin read what he had written on liberty in his youth, and said he didn't know what he had meant. There are many definitions of liberty. Here are some characteristic ones:—

"Liberty is the power which of right belongs to every man to use all his faculties as he chooses."

Spencer: "Every man may claim the fullest right to exercise his faculties comparable with the rights of others."

Montesquieu: "Liberty consists in doing what we ought to will, and not being constrained to do what we ought not to will."

John Locke: "Liberty is the power man has to do or not to do any particular thing according as the doing or forbearing has actual preference in his mind."

Matthew Arnold: "I have no rights at all—only duties."

Life (the magazine of humor and philosophy): "The main problem of ethics is to make a man who is subject to it feel that he is free."

Charles Hughes: "When we lose the right to be different we lose the privilege to be free."

Emerson says: "Never imitate."

Most of the definitions of liberty are negative definitions. Most of the definitions of freedom and justice are oratorical.

Democracy is the rule of the many with standards. The sociologist recognizes standards as the greatest factor in social control. Standards represent the law either written or unwritten, and standards have evolved out of the habits, customs, traditions, and modes of the people. They represent the will and the judgment of the many.

If liberty is the volitionist choice of the individual to do or not to do, what about standards? That it is better to let individuals do as they want to do rather than as others want them to, does not work out in practical situations. There is no such thing as absolute rights. Phillips Brooks said: "No man has a right to all his rights." Rights are social rights established by standards.

Standards change. The moral standards of Sparta were: "Fight and lie. Don't get licked in the fight unless you get killed, and don't get caught in the lie."

All human relations are on the one hand conflict, and on the other co-operation. The individual is caught in a complexity. Pupils must be taught to conform and not to conform, to have conflict (competition) and to co-operate. Teachers must respect traditions and not hold to traditions. Changes in standards come from changed traditions, from discoveries and inventions of better ways of living and doing. But standards change slowly and gradually. The radicals affect standards, but nobody is radical about all things at all times. A modern educator in a teachers' college may be radical in regard to the management and the learning process of the elementary grades, but he is usually conservative in his method of conducting his own classes in the graduate school of education.

Definition by negation sometimes leads us to know what a thing is by showing us what it is not. Silence, rigidity, and fear are not discipline. Blind obedience to force is not discipline. Good discipline in school, as elsewhere, is determinded by standards, and we must remember that standards vary in different places. The standards of conduct in a ballroom are not the same as the standards on a football field. The standards of conduct in the United States Senate are not the same standards as at a street political rally. "Silence in the ranks" is a part of good army discipline, but it may or may not be a part of good disciplne in the classroom. The hum of industry in a factory or machine shop room is not a sign of poor discipline. Activity and the noise that goes with it are not of necessity signs of poor discipline in the classroom.

The teachers' college professor who is a radical in his theory of what constitutes proper classroom procedure for the elementary schools and a conservative in conducting his own classes is quite as likely to be right in his theory as in his practice—probably more so because he is not bound by tradition in what he teaches but is (sometimes unconsciously) bound by tradition in the way he teaches.

There are so many definitions of liberty that one more will do no harm, and so I offer the following: Liberty is the best possible adaptation to social environment for the purpose of developing the individual to the utmost for the benefit of mankind.

"The teacher who depends upon force and coercion to maintain discipline is foredoomed to failure, and the same thing is true of the school or school system that depends upon force for the maintenance of discipline." This statement in various forms is familiar to every professionally trained teacher or school administrator. It is usually accepted at its face value. A teacher who would question its truth and soundness in a teachers' meeting when a superintendent or principal is expounding it as a part of the school policy would be considered brave but not wise.

The trouble with generalities like this one regarding "discipline" and "force" is that they are generalities. The tendency in generalization is to use words loosely. Discipline is social order or conduct. What good discipline is depends upon the varying conditions of place, time, and occasion, and, as has already been said, on standards which vary according to place, time, and occasion.

Force doesn't necessarily mean physical force,

nor does coercion of necessity mean threat or fear of physical punishment as a means of control.

We are apt to think of discipline as a process of obtaining or maintaining order, but it is more correct to think of it as order or conduct itself. We are likely also to think of democratic control as a control without force or coercion. A little reasoning makes it clear that order (or discipline) cannot exist even in a democratic society without control, and that there is no control without the power of force or coercion behind it. The force and coercion of public opinion, of accepted standards, of common law, of statute law, and of tradition are all factors of social control which represent force and coercion in maintaining order or discipline in society. Without these factors of control one couldn't expect to spend a day in democratic Boston without being killed. Force is the great stabilizer of human conduct, and while fear of punishment may be a remote force in determining conduct it cannot be ruled out. The traffic policeman at the intersection of Boylston and Tremont streets maintains order or discipline not so much by the exercise of force as because he represents properly constituted authority. It is probable that respect for properly constituted authority is the greatest factor in social control. That physical force cannot maintain social order for any great length of time is clearly shown by history.

In the classroom as in any other group in society there are certain standards which apply to the particular group, but whatever and wherever the group may be there are present certain other standards of an authority greater than the authority of the particular group. America is a representative democracy. Democracy is the rule of the many with standards, The authority of a representative official is a delegated authority. The school committee is a body which represents the people. The teacher represents properly constituted authority, and the school is a part of a representative democracy. If teachers and the teachers of teachers keep in mind clear concepts of discipline, force, liberty, freedom, and democracy the task of maintaining discipline will be made easier. Nothing in public school education is more important than the inculcation of respect for properly constituted authority. The life of the nation, the continuance of representative democracy, and the welfare of the individual all depend upon respect for properly constituted authority.

It is doubtful whether any individual can tell a teacher how to maintain good discipline in the classroom. There are a few general principles which may help: (1) A class busy with interesting work presents no problem in discipline. (2) Respect for properly constituted authority is inculcated through the process of reason, not through the application of external force. (3) Orderly and systematic preparation by the teacher for the work at hand goes a long way in establishing discipline. (4) Respect for the personality of the pupils is an essential. (5) Commendation is more potent than condemnation. (6) A spirit of fair play is necessary. (7) The establishment of mutual respect between teacher and pupil is necessary. (8) The development of a sense of humor and the recognition of the fact that laughter should not be a stranger in the classroom go far to remove the barriers to the establishment of a common purpose. (9) Sarcasm and ridicule should never be admitted to the classroom. (10) The classroom should be a place of happiness. (11) Pupils get an education through the process of learning, not by being taught.

In Defence of Youth

BY ROBBINS WOLCOTT BARSTOW

We call them wrong! God pity us, the blind,
Imputing evil as our grandsires did,
When we explored new realms with feet and mind,
Uncovering what old fogies damned and hid!
The dreams, the wanton fantasies are there,
As you and I once knew them, loved them, till
We came to staleness and to foolish fear
Lest something change, be different, jolt our will!
'Tis life they seek, not sin, no sordid thing,
But joy in health, and beauty, and in all
The urge of thrilling bodies that would sing
And freely dance with laughter at earth's call.
Let's laugh with them, full knowing that when tried
By Truth or Duty, Youth is on God's side!

—Congregationalist.

What's Right With the Recitation?

By CARROLL D. CHAMPLIN
State College, Pennsylvania

THERE have been many methods of instruction in times gone by, and some of them have been more or less successful. The class recitation period is a relatively new institution, in spite of its almost universal adoption in recent years. It is the purpose of this page to point out the strength of the recitation form of instruction in the face of a rising tide of hostility on the part of certain chronic objectors opposed to everything orthodox in public education. It might be well to enumerate first some of the historic patterns of instruction accepted during the several stages of educational development. A few of these are as follows:--

Literal dictation by the master.
Verbatim memoriter exhibitions by individual pupils.
Severe oral cross examination of pupils singly.
Rigorous mental training supported by the total transfer theory.
Spectacular monitorial transmission exercises.
School keeping from the viewpoint of child docility.
Disciplinary control dominated by the born-evil doctrine.
Sharp corporal punishment for every infraction of rigid arbitrary rules.

Into this kind of a teaching world came the recitation system of school instruction, regarded from the very start as economical of time and effort, administratively efficient and educationally effective. It brought inspiration to the teacher, and aspiration among the students. It generated deep satisfaction among the school patrons, and it challenged professional educators to secure the greatest benefit from this new instructional practice. School-teaching passed from unskilled labor to a higher level of occupational service, and in more recent years creditable classroom achievement has led the calling of teaching to reach toward the heights of genuine professionalization.

Among the many features of school activities now under suspicion and subject to captious criticism we find the recitation period proscribed and awaiting execution. Our marking system has been condemned; our methods of classifying pupils have been revolutionized; the curriculum is being tossed overboard; the traditional examination is being abandoned at the pedagogical dump; old grading devices and promotion procedures are being discarded with gusto; and now the recitation unit is in the death chamber awaiting the final summons. It behooves all would-be progressive educators to hop onto the band wagon and join the circus parade moving pompously in the direction of the next ———. What will it be?

While we wait with only wonder or prepare to participate in the future ceremonies, whether they be funeral or resuscitory, let us pause to consider very briefly the case for the recitation. It is said that current classroom procedure is simply re-citation, a rehearsing of unimportant items of information. No doubt this is frequently the case; but certainly the well-trained teacher offers choice subject matter and presents it in a forceful and convincing manner. Psychology sanctions the re-citation of vital knowledge. It is through repetition and recall that educative materials are mastered. The formal recitation period favors another sound principle of psychology—the law of learning known as mind set. The mind is made ready for active participation in the recitation by the conscious planning that takes place as the time for the scheduled class draws near. Learning never occurs to any degree unless minds are primed and thoughts are centred on the work assigned and the accountability to which the learners will be held. There are always some who learn easily through superior native intelligence or exceptional interest in the work at hand. But for the masses of pupils the following conditions of learning are essential:—

Responsibility for having assigned work ready.
Specific requirements and standards set up.
Regular times for study and recitation.
Frequent reviews of fundamentals.
Free discussion before a moderately large class.

The recitation means teacher leadership, pupil activity in various forms, scientifically directed learning, opportunity for appropriate allusions and illustrations, dramatic demonstrations, practical applications, helpful recapitulations, the motivation of competition, provision for group approval of individual effort and accomplishment, and the stimulation of an appropriate atmosphere established in the regular classroom or laboratory.

The recitation has been criticised by both the socializers and the individualizers of instruction procedure. The measurement experts especially make merry with the present conduct of the class as inadequate to meet the scores, averages and norms for the many subjects. The more visionary experimentalists suggest drastic changes and reorganizations of instruction and

testing. There is much to praise in the departures recommended and urgent need in numerous cases for a re-direction of instruction and a revitalization of recitation activities. But let us not jump at conclusions or follow any particular procession without being sure that the reforms proposed have decided advantages over the methods of the past. Our present processes of instruction have been long evolving, and any changes to be fully acceptable to the rank and file of experienced teachers must be the result of prolonged and painstaking experimentation and observation. The American teacher will no longer follow the single trail of a theoretical dreamer or harken to the call of self-exploiting propagandists. It is not the beckonings of the lone prophet or the outcries of the salesmen with marketable goods that will determine the soundest methods of instruction to accept. It is rather the findings of our modest and profound students of the educative process that will be received as reliable criteria and worthy guides for the sincere, studious and ambitious American teacher.

We owe much to the recitation form of teaching; let us not discard it or hold it up to ridicule without incontestible evidence of its weakness and inferiority to another process suggested as a substitute. The alliterators may inquire: "What's wrong with the recitation?" whereas we can be equally eloquent with our titular interrogation. Would it not be profitable for all of us to give more attention to answering the companion question: "What's right with the recitation?"

Education of the Crippled Child

By HENRY S. CURTIS
Jefferson City, Missouri

ONE of the large, new movements in education which is spreading rapidly over the world at the present time is the movement for the care and education of the handicapped and crippled child.

For many years nearly all states and cities have been making provision for the training of deaf and blind children, but it is only a little more than a decade ago, apparently, that the crippled child was discovered. Yet there are five or ten times as many crippled children in every state and city as there are blind or deaf children, and while the deaf child cannot be cured of his deafness nor the blind child of his blindness, the majority of the crippled children can be cured or at least greatly helped. Then, too, where it usually takes about a year and a half for a blind child or a deaf child to complete a year of academic work, the crippled child who has all of his time to study, often makes a grade and a half or even two grades in a year.

We have had a number of surveys of crippled children covering several large cities and states. In all of these surveys there were found to be from three to six crippled children to each thousand of the population, according to the deformities which are listed as crippling. On the basis of three per thousand, about two are found to be of school age, and about one out of a thousand has not reached the age at which children are admitted to the public schools.

If the State of Missouri has a similar proportion of crippled children in its population, there are in the state about 11,500 crippled children of whom 7,000 would be of school age.

There are now 170 crippled children in the Elias Michael School for Crippled Children in St. Louis, and perhaps twenty-five or thirty more in Kansas City, making in the neighborhood of 200 crippled children that are being cared for out of a possible 7,000 in the state of school age.

In a careful study of the subject made by Professor Charles Berry of the University of Michigan, he estimates that at the lowest possible minimum there is one child in every thousand who needs training in a special school or class for cripples. As such classrooms can handle efficiently only about ten to fifteen children, this would mean that there should be a special classroom for crippled children in every city of 10,000 inhabitants. It would require provision for about 1,250 children in St. Louis and about 400 in Kansas City.

The methods which are being employed for the education of these children in the different states are among the most forward-looking methods in education. Beyond question the cripple is in much greater need of education than the normal child for the reason that his physical handicap may well prevent his ever making a living by manual work. He may be well fitted to be a stenographer or bookkeeper, or if the trouble is with his legs, he may be able to be a shoemaker or a tailor, but he will not be able to take the place of an unskilled laborer.

The cripple has furnished most of the recruits for the army of beggars. Unable to make a living he has depended upon the charity of the public. He has held out his hand or sold pencils at street corners, and especially at important conventions and gatherings he has always been in evidence. It is said, however,

that no child who has gone through a school for cripples has ever been found begging or selling pencils on the street, because he has learned how to make a living, and has acquired a self-respect which makes him feel that this kind of an appeal is beneath him.

If this problem is to be really solved in any state, the first step must be the location of the crippled children. The school census in the States of New York and Michigan requires the listing of all children from birth to eighteen years of age in New York, and to twenty-one years in Michigan. There is a special blank on which all crippled children are reported, which is sent to the Department of Public Schools in New York and to the Commission (State) on Crippled Children in Michigan. It is very important that this census should cover the pre-school years because at least one-third of all crippled children are less than six years old, and the problem is much easier of solution if taken up at once than it is at a later date.

After the children are located they require in the larger cities in general a special school. These schools are either built entirely on one floor or with inclined ways or elevators. The schoolrooms are without fixed desks, and there is often a rail to which children may hold as they stand at the board or elsewhere. There are rooms for orthopedic treatment and for special gymnastic exercises, and the playground is adapted for wheeled chairs and crutches. A number of such schools have been built in the larger cities within the last decade. In the smaller cities, where it is not possible to provide an entire building a classroom is set aside for their use. Twenty is the maximum number which may be handled in such a classroom. It is much better if the number can be limited to twelve or fifteen.

These children are transported to the schools with a driver and an attendant in special busses. Often this attendant must carry some of the children from the bus to the school. There are two schools and ninety-five such classrooms in the City of New York. There are twenty-seven cities in the State of Ohio that furnish either special classrooms or schools for crippled children.

In the rural communities the children are sometimes transported to the consolidated school in the regular busses along with the other children. In some cases they are boarded out around special schools or classrooms for crippled children in the larger towns.

One of the most interesting phases of this work in New York, Ohio and Michigan is the bedside instruction which is given to children who on account of distance from school or for other reasons are not able to attend any of the facilities furnished. For this instruction the teacher is usually paid $1 per hour. The children are supposed to receive three hours of instruction a week, according to the contract, though the teachers often give twice as much time as they are expected to give on account of their interest in the children. The regular school program is usually covered. The cost of this instruction is thus less than $150 per child per year, an amount that is not prohibitive.

Teachers of these children are usually married women who have given up the teaching profession, retired teachers, substitute teachers or regular teachers who do this work evenings or Saturdays. It is not unlikely that all this bedside instruction could be carried by volunteers in the beginning as a labor of love.

In Ohio and Michigan the local community pays the regular per capita cost of education as applies to normal children, and the state carries the excess cost up to $200 or $300 per child. In hospitals, and particularly in convalescent hospitals, following operations the same provision for the training of children is made, the state again bearing the excess cost of education and the local community bearing the regular cost.

There is great need for the vocational training of crippled children insomuch as many of them will be debarred by their physical handicap from readily securing positions or following the usual occupations. Where the child is to be permanently crippled, pre-vocational work should be begun by the time he is thirteen or fourteen years of age; when he reaches the age of sixteen regular trade training to fit him for earning a livelihood should be begun. For this work the Rehabilitation Service of the United States Government will pay the tuition.

It is estimated that there are between 300,000 and 400,000 crippled children in the United States, nearly three times as many children as there are school children in the City of St. Louis. Taken as a whole they represent an enormous educational problem, and the time has about arrived for the training of teachers for work with these special classes. Two years ago the State Teachers' College at Ypsilanti, Michigan, opened a special department for the training of teachers for crippled and other abnormal children and a similar department was opened at the State Teachers College of Southern Illinois at Carbondale last year.

Last year the appropriation bill for Michigan carried a special appropriation to provide a hospital school at Ypsilanti, which might be used as a training school for students in these special classes. This item was stricken, however, from the appropriation bill at the last moment.

Boys!

By EDGAR S. JONES
Superintendent, Monticello, Illinois

NOW-A-DAYS we hear much about vocational training and vocational guidance. By the former is meant the acquiring of a degree of efficiency in such subjects as agriculture, the industries, wood working, and metal working. There are many causes that have brought about this phase of activity, but the general purpose seems to be that such a procedure will insure a greater dignity of labor (the highest type of culture) and at the same time promote diligence, integrity, and a better expression of citizenship. An immediate factor that is bringing such a course into existence lies in the fact that many boys after leaving high school plunge directly into the problem of life. Naturally with the attention being focused on vocational training, there would arise a tendency to emphasize vocational guidance, the element that determines to a large degree the success or failure of the individual in any environment.

Vocational guidance refers to the assisting of the individual who is about to take up some line of the world's activities in making a choice of an occupation or profession for which he may have an adaptability. Generally speaking it is becoming an economic and a social problem and many schools and organizations are endeavoring to give the boy of any age a better viewpoint of the selection of a place in which he seems to be best fitted.

On account of the immense number of apparent failures in life the opinion is held that the parent ofttimes does not aid the boy in the choice of his life work. It is very evident that there are vast numbers of boys who have entered the so-called professions and who are scarcely existing, while in another line of effort they would do at least averagely well. Since our industrial life has become more complex and competitive it is necessary that the boy should use more judgment in his choice of employment than was necessary only a decade ago. Too many boys are permitted to leave school for the sake of doing a specific kind of work for which he has no aptitude, consequently a little later he finds himself engaged in a lifelong unprofitable task.

It is not suggested that the parent dictate as to what phase of work the boy shall enter. This is not an uncommon occurrence, however. The mere fact that the father is a successful druggist is not the slightest evidence that the son should continue in the same line of work. The parent should discuss the opportunities of varied industries and professions with the boy—at least a casual view of the bright side as well as the dark side. The boy's teacher will always be able to aid both the parent and the boy, as there will be certain inherent tendencies in the boy that will be exhibited in school that will not be expressed in the home. It is not to be expected that the decision concerning a vocation should be decided in a few weeks. The preparation for the conclusion should begin at an early age, and one of the first things to do is to have the boy do a certain amount of real work, and do it regularly. There is no other factor that will ultimately assist in determining the choice of a vocation as this one element. Many of the greatest opportunities of the coming epoch lie in the fields of commerce, agriculture, and constructive industries rather than in the avenues of the clerk, lawyer and dentist. If the boy will learn to do a good piece of hard work he is laying a basis for successful work in his later endeavors. Another way in which the parent may assist the boy to decide aright is to give him the chance of being constructive or creative. This can be done by live discussions on interesting phases of the various vocations, and at the same time giving the boy something to do in which there is a certain amount of responsibility. A boy on the farm ought to have an interest in some livestock or growing grain. In the villages and cities he may take up some constructive work in the manual arts or better still he may have a plot of ground for gardening. Too many boys are given easy tasks which require no initiative. The parent may gather data by a careful observation of the boy's traits. As has been suggested, the parent often wishes that his son should enter a certain calling merely from the standpoint that the parent desires the son to take up this work. Such a plan is demoralizing and unfruitful. A decided inclination of a doctor's son to become a farmer should be stimulated by the parents' co-operation rather than of practically forcing him into a college of law or medicine, as the case might be. We are coming to recognize the fact that to be a master of a situation is the thing of moment, and that there is just as much of the so-called culture in industrial activities as there is in the professions, and really more.

The present-day teacher, irrespective of the grade or subject taught, should aside from having the pupil do the best mental work possible,

spend considerable time with the student in private conferences discussing habits of study, individual situations and the coming life problems. A teacher who does this is really a superior teacher, and in many instances these individual discussions will be of more benefit than the knowledge acquired where there is only group presentation.

Declarations of Independence

By JACQUES W. REDWAY
Mount Vernon, New York

A CORRESPONDENT calls attention to my "error" in a statement that the separation of the colonies from the mother country occurred July 2, 1776. There is no error. The only legislative body that could enact such a separation was the Congress of the time. The Congress adopted a resolution declaring the colonies independent on July 2 by the unanimous votes of twelve colonies and the split votes of the Pennsylvania and Delaware delegates, three negative votes being cast by the two colonies. The New York delegates did not vote at the time. The vote of New York was not cast until several days later, and it was not recorded until July 15.

The Declaration of Independence was not drawn up by the provisional Congress. It was the work of a committee consisting of Thomas Jefferson, John Adams, Benjamin Franklin, Roger Sherman, and Robert R. Livingston. It was adopted by the Congress July 4, and the anniversaries of that day are very properly celebrated. Incidentally, they are celebrated by the maiming and the slaughter of several hundred children each year. The Declaration, as adopted, was not precisely the document prepared by Jefferson and presented by the committee. Censures of the people of England were excluded from the original copy, and so also was a denunciation of slavery. No signatures were affixed at the time of passage; most of them were made in the following August. Several members of the Congress did not sign the final copy, and not all who signed it were members of the Congress that adopted it. Thomas McKean, a member of the Congress, did not sign under 1781.

Nevertheless, independence had been in the air for more than a year. In December, 1775, the Congress declared a formal disavowal of allegiance to the English Parliament; and in the following year advised the colonies to create such forms of government as were necessary to the administration of their affairs.

In May, 1775, Mecklenburg County, North Carolina, resolved "to dissolve the political bonds" with the mother country, and absolved the citizens from allegiance to the British Crown. Whether or not the action of the county was ratified by the colony is a matter of controversy which need not be discussed here. In the case of New York there is no question of doubt. In August, 1774, Palatine District, Tryon County, then the northwestern quarter of New York, organized a revolutionary committee. On May 27, 1776, the assembly of New York declared that "the said old form of government is become, *ipso facto*, dissolved; whereby it hath become absolutely necessary for the good people of this colony to institute a new and regular form of internal government and police. The supreme legislative and executive power in which should, for the present, wholly reside and be within this colony, in exclusion of all foreign and external power, authority, dominion, jurisdiction and pre-eminence whatever."

One might fill a book with excerpts from speeches and writings of the few years preceding the *de facto* separation of the colonies from the mother country. The impulse began at the close of the French and Indian War, which was a contest for the possession of the continent. After that war the colonies had no longer the fear of foreign invasion, and they felt no need of the support of the mother country.

Perhaps the one man whose influence over the popular mind was greatest was Thomas Paine, a militant personality of the whatever-is,-is-wrong type, and a revolutionist by nature to the marrow of his bones. Nevertheless, he was a profound thinker and a persuasive writer—always interesting and forceful, frequently coarse, and sometimes with an approach to vulgarity. A sentence in his pamphlet, "The Crisis," "This is the time to try men's souls," became a slogan and a battle cry.

And the spirit of the times tended to rouse men to thoughtfulness. Mass-thinking, however, is quite as apt to be governed by instinct as by reason. The times made men famous who were not great, and great men who are unknown to fame. Fame is fickle and transitory; greatness is stable and eternal. But separation was inevitable even though many knew not why. "There's a divinity that shapes our ends, rough hew them how we will."

Personal and Professional

HOMER P. RAINEY, just elected to the presidency of Franklin College, Indiana, came from the State University of Oregon at Eugene. He is only thirty-one years of age, the youngest man, we think, who has ever accepted so important a presidency.

RUBY SHEARER BRENNAN, Oregon State Teachers College, Monmouth, has rendered an important service in the creation of "The Additive Drill Cards," which enables a child to "fold away" the difficulties of the one hundred additive facts where they will cease to trouble, and yet be ready on call whenever needed. It is as ingenious a device as we have ever seen, and the most inexpensive imaginable.

DAVID P. BARROWS, formerly president of the State University of California, and one time director of education in the Philippines, now chairman of the Department of Political Science in the University, is to have a leave of absence from January 1 to September 1. He is to represent the United States in South America under the patronage of the Carnegie Foundation, the whole plan conceived by President Coolidge. It is planned to have Dr. Barrows give a series of conferences at the universities of the Latin-American countries, explaining the attitude of our Government toward those nations.

J. H. SHEPARD, North Dakota Agricultural College, Fargo, received this tribute from DeWitt C. Wing in the Breeders Gazette of Chicago, July 21, 1927: "The Northwest Farm Managers Association is largely North Dakotan in its membership. Minnesota, South Dakota and Montana are represented in it. Here is a pool of the experience and brain-power of progressive and advanced masters of their jobs. Their knowledge and use of machinery, their familiarity with details and principles, their handling of labor or the 'human equation,' their alert interest in business systems, soil maintenance and weed control, their utilization of by-products, and their acute, abiding sense of the basic economics of field agriculture are some of the uncommon things that distinguish a remarkable federation of men. Their seventh annual tour revealed them as big big men who are doing big-scale farming, mostly at a profit or practically sure to be profitable in a few years. At a crisis in the history of the Association Professor Shepard assumed the direction of the Association, and he kept it alive and growing, while attending to the countless duties at the college and in the state which challenged and developed his abilities as a practical scientist, inspirer of students and trusted counselor and leader of men on farms. He is the most beloved and the most useful citizen in North Dakota, and one of the few educators whom academic blight has not to some extent isolated or denatured. His is a man's manly voice always calling to the unconquerable man half-asleep inside of every worthy son of Adam. It is an awakening, reassuring voice that unsung farmers in overalls delight to hear at their doorsteps under the limpid skies of North Dakota. In the university of their hearts he holds a degree for which there are no verbal symbols. Thirty-four years of sanity and service have built his monument.

"A few years ago when he was granted a leave of absence he handed the direction of the Association over to Cap E. Miller."

Miss LELIA A. RUSSELL, director of Extension Division of Winthrop College, Rock Hill, South Carolina, has the best cultural service for Women's Clubs of the state that we have known any institution to provide. The program of the study courses is elaborate, but so clearly presented as to be easily used by any Woman's Club. There is "A Course in Citizenship," "A Study of South Carolina."

There is a year's series on "Forty Famous Women of America and Europe." There are:—

Women in Public Service—Jane Addams, Frances E. Willard, Maud Ballington Booth, Clara Barton, Mabel Boardman, Ann Pamela Cunningham, Helen Hunt Jackson, Mary H. Johnston, Mary Roberts Rinehart, Jane Austen, Elizabeth Barrett Browning, George Eliot, Lady Astor, Queen Marie.

Women in Education—Mary Lyon, Alice Freeman Palmer, Ella Flagg Young, Ida Tarbell, Madam Montessori, Madam Curie.

Women in Literature—Louisa May Alcott, Kate Douglas Wiggin.

Women in Art—Maud Adams, Harriet Hosmer, Rosa Bonheur, Madam Dudevant, Sarah Bernhardt.

Women Who Fought for Women—Lucretia Mott, Elizabeth Cady Stanton, Susan B. Anthony, Anna Howard Shaw.

Women in Home and Social Life—Martha Washington, Dolly Madison.

Women Writers of the South—Octavia Walton LeVert, Augusta Evans Wilson, Margaret Junkin Preston, Charles Egbert Craddock, Grace Elizabeth King, Amelie Rives Chanler, Sarah Barnwell Elliott, Ellen Glasgow, Frances Hodgson Burnett, Mary Johnston, Ruth

McEnery Stuart, Julia Mood Peterkin, Alice Hegan Rice, Corra Harris, Marie Conway Oemler, Olive Tilford Dargan, Lula Vollmer.

There are fourteen courses for women's clubs provided by Miss Russell and the Extension Department of Winthrop College.

WALTER E. RUSSELL, president of the Maine State Teachers College, Gorham, a delightful suburb of Portland, has had a third of a century opportunity to make of a "Maine Seminary," converted into a State Normal School, a highly serviceable State Teachers College,

Gorham has always had a scholarly atmosphere. More than sixty years ago the seminary, from which the State Normal School was created forty-eight years ago, had a spirit of culture unsurpassed by any kindred institution.

In 1878 the citizens of Gorham cheerfully gave forty thousand dollars to secure a State Normal School. That was a greater sum than had then been raised by any community of New England for such a purpose and represents more cultural devotion than can be appreciated today.

W. J. Corthell, retiring state superintendent of schools, a man of exceptional vigor, thought, and clearness of expression, as first principal was one of the leaders of New England. He was principal for a quarter of a century, and in 1905 was succeeded by Walter E. Russell, the leading member of the faculty, whose professional leadership in the state has been of inestimable service. Portland, the metropolis of the state, a creative city, has magnified the influence of the school and its principal whole-heartedly.

HOMER LEROY SHANTZ, professor of botany, the University of Illinois, has accepted the presidency of the University of Arizona, and will enter upon his duties there in September, 1928. Dr. Shantz has attracted the interest of leaders in Arizona by special study he has made of the characteristic vegetation of the state. This continues the practice of the times, going far afield for presidents of universities.

ADELE MARIE EMERY, former teacher of the Frances Willard School, Chicago, willed $10,000—one-fifth of her estate—to the Chicago Teachers' Pension and Retirement Fund.

Influence of Schools and Teachers

By REBECCA H. KAUFFMAN
Pullman, Illinois

WHAT does it all mean? Where? How? Is it worth while? Year after year come these gay little freshmen, frolicking, singing, studying by times. Then, like the chrysalis into the butterfly, they become great sophomores. Before almost any one thinks of it, they are juniors, more or less dignified learners, "standing with reluctant feet where the brook and river meet." Then one more year and they are full-fledged seniors, with manhood and womanhood just ahead, as they step off the platform at commencement.

There have been great teachers in all the civilizations. Confucius has influenced millions. Socrates, at sunset in Athens drinking the poison hemlock because he taught young people the truth, stir's one soul. Rome had great teachers. Jesus Christ still reaches the inner life of the present age. Rugby "became crowded" by the charm of Thomas Arnold. Charles W. Eliot was a friend and a guide for many years to the young people of Harvard. President Garfield said that "Mark Hopkins at one end of a log and a student at the other would be a university." Alice Freeman Palmer raised the standard of scholarship and womanliness at Wellesley. Superintendent William McAndrew of Chicago has recently said at the memorial service for the late Agnes Heath of Chicago: "She taught more than a million children to sing." What an epitaph!

"A good name is rather to be chosen than great riches, and loving favor than silver and gold." Several years ago a visitor asked me: "What do you expect them to get out of the 'Idylls of the King'?" I replied: "Literature and character—but most of all character." Character is not built up in a day; but it comes little by little. It is some inward thought, deep down in the heart of the person, that moves him or her, almost unknown to himself or herself, to finer action; it is some act of kindness or of trust towards a fellow student; it is holding in the mind and heart high, beautiful ideals; it is being courageous in spiritual things; it is not being afraid to be laughed at; it is standing alone, if need be—if one is in the right and not wilful or disobedient—though all the world were on the other side. It is being respectful to those in higher authority; it is obeying the law, at home, at school, in the nation; it is being agreeable to live with, in public and private.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

An Experience

Little Jim was very much put out. His eyes were red with crying and his fists were clenched and he was saying things under his breath while he kicked savagely at the old dog crouching at his feet. Attracted by the yelps of the dog Jim's mother hurried to the scene. "Why, what on earth has happened?" she cried. "Did Rover bite you?" "No, he didn't," answered Jim in a surly voice, "but he put his old foot right through my new kite. Now look at it, all spoiled. I know it will never fly again." "I am sure you can fix the kite," said his mother, sadly. "That is only a question of paper and glue, but what about the damage done to your spirit by losing your temper in this way? I am sure that will be much harder to fix than any old kite." "Well, he had no business wrecking my kite," blubbered Jim. "I kicked him well for it, too." Jim's mother stood and looked at her angry son for a moment, then she turned sadly and walked away followed by the miserable Rover who, in spite of the kicks, still loved his little master. That night, when Jim was cozily tucked away in bed, his mother sat down near him and said:—

"Not many years ago lived a great scientist named Isaac Newton. He was a man who made kites and flew them to learn the secrets of the air; he made waterclocks and sundials and hundreds of other things for the purpose of discovering some hidden secret or other. One day, while walking in a garden, he saw an apple fall from a tree. Instead of picking it up, he stood with his chin in his hand and looked at it. Out of its fall he had learned the truth about the great law of gravitation that governs the universe to the farthest star. This was a wonderful discovery and from that day all men honored Newton and looked up to him. Of course this great man was not satisfied with what he had done. He wanted to learn more and more about the wonderful world in which he lived. He spent his days and nights thinking and searching and writing down his discoveries on slips of paper. One day he went for a walk in his garden, leaving his precious writings scattered about on his table. When he returned he was amazed to see his little dog, Diamond, sitting on the table top, with a huge bottle of ink upset beside him. Newton gave a cry of alarm and grief. The ink had spread over all his precious papers, blotting out the work of many weary years. Then the mighty Newton showed his real greatness. He looked sadly at his ruined work and then at the little dog. "Ah, Diamond, Diamond," he said, in a gentle voice, "You little know how much mischief you have done!"

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The Unfortunates

They are the unfortunate ones who have not learned to love beauty. Sad is the lot of him who dwells in sight of the uplifted hills and never sees the radiance of the dawn upon the silent peaks, whose ears are deaf to music whether showered on him like golden rain from birds among the trees, or winds along the branches of the pine, or silvery bells of children's laughter; whose eyes are like the owls, wide open to the day, but blind except to light and shade; to whom the colors of the flower mean nothing, and the rainbow's glory is as if it had not been.

True culture is in seeing beauty, hearing beauty, speaking the beautiful and more than all else, thinking beautiful thoughts and expressing them in our daily lives. It may seem to some that they have no means of expressing beauty in their lives. Let such but dwell on beauty in their souls and they will see it climbing forth out of the sordid, drab circumstances of their days like roses out of the black earth and butterflies out of ugly worms. No human being can think of beautiful things all through the morning hours and fail to do some beautiful deeds before the sun has set. That is why the world values the noble deed at such a price. The very doing of it proves the beauty of the thought out of which it sprang.

Since all good deeds are noble deeds, and since all good thoughts are noble thoughts, happy are they who spend their waking hours in doing well the happy things within their reach. Out of such stuff as love, and smiles and gentle words, and kindliness, and willingness to sacrifice, is brought into being upon the earth the garden of God within the souls of men.

The White Poppy

Not long ago I visited a lovely new home. The owner, a very dear friend, showed me about. "Here," said he, "is our iceless refrigerator. See how carefully every detail is worked out. Someone must have spent years of experiment and research in producing a machine which works so smoothly day and night." I agreed with my good friend. The inspection of that iceless refrigerator increased by many times my respect for the powers of the human intellect. "It is wonderful," I said, "to have service of this kind where the genius of one mind works ceaselessly in the service of another. At the same time I wonder why the inventor did not work a little more art into his wonderful machine. See how these black iron elbows stick out and how ugly is the general design." From the house we passed into the bright garden, where my friend has called about him the smiling faces of a hundred plants. In one corner a snow-white poppy hung its silver fringes like filmy veils around a mosque of pale-green, where the seed pod lifted up its head. "That is a rare poppy," said my friend. "The seed came from Central Asia in the kit of an explorer friend of mine." As he spoke my friend reached over and broke off a seed pod that had grown brown and ripe in the sun. Turning it over he sifted the black seeds out of the pod, like pepper out of an ornamental pepper-box. How beautifully rounded was the seed-container, sitting solidly on a little turned pedestal of lavender stock; how carefully the fourteen eaves of its ornamental roof reached out, protecting, each one of them, from rain and dew, the tiny outlet for the seed beneath. Here, thought I, is planning more perfect than that which brought the refrigerator into being and here, also, is a love of beauty striving to make each supremely useful detail as lovely in color and design as possible. I looked about me; nothing but the clear sunshine and the pretty faces of the flowers, and yet there in the hand of my friend was proof of an intelligence of such vastness and power that man's puny effort seemed by comparison a candle flickering against a noonday sun.

The Glory of Well-Doing

Does the candle blush because it gives forth radiance in the sun's eye, or the flower hang its head because its loveliness challenges the beauty of the star? Why, then, should the human soul hesitate to glory in its golden deeds? Why should it not ride forth like a mailed knight, armed in the best style and bent on conquering the dragon wherever he may be found?

The evil that we see about us is not meek. It is not gentle, it is not long-suffering; rather, it is bold and forward about its business; it laughs at the law in the theatre; it leers at us from sign boards, and jeers at us from the mouths of those who curse; its weapon is the sarcasm of the world, and its safety lies in the fear of ridicule which it heaps on all those who oppose it. To overcome wickedness men must rise and hunt it down as savagely as men hunt down wolves; destroying it in its den and hanging its smelling hide by the roadside where all may see. But it is not sufficient to be brave enough to hunt down evil; the noble soul must, also, be valorous in well-doing; quick to refuse the bad and quick, also, to do the good, remembering that those who are easily led need leaders in the cause of justice. There is no such future place as a world free from evil, but free also from well-doing. Unless men actively engage themselves in doing nobly for others, evil will flourish in their midst. I once saw a weed grow vigorously in a poppy bed. First it over-topped the delicate flowers, then it overshadowed them, shutting away the life-giving light of the sun, then it sucked the life from under the roots, then it strangled them with its leafy hands. It took a long, earnest pull on my part to tear the weed up from the earth and, even then, as though bent on finishing its work of destruction, it pulled up the poppy also. Unless, therefore, we can compete with evil, root for root, and stem for stem, and leaf for leaf, we must perish under its evil strength. To overtop it, overcoming evil by good, flowering into beauty in the face of all that is bad, choking out, with our very vigor, the rank growth of wickedness in our midst, that is our spiritual mission, which only the will, made strong in well-doing, can bring to pass.

The Golden Vase

There was once a golden vase that sat on a dusty shelf in the treasure house of a king. Next to it squatted an ugly earthen bowl. At a certain time each day a single ray of sunlight came through a tiny hole in the wall and rested on the ugly earthen bowl, lighting it up with a beautiful glow, but leaving all the rest of the treasure in the darkness of the deepest night. "Alas," said the golden vase to the earthen bowl, "Here we both sit in the blackness, hour after hour, of no service to anyone. Would that the king would send for us and put us to some use." "When he does come," said the earthen bowl, "he will choose me, for behold, on me, alone, falls the beam of the morning sun." The suit of armor who stood stiff and rusty in the blackest part of the chamber clanked his squeaky legs and said: "For years now I have seen nothing but your homely face, O unworthy earthen bowl; while it is true that you, alone, stand revealed by the sunbeam in the blackness of this place, it is also true that the very light that reveals you has shown me your chipped lip and your cracked handle and your broken base. There is another beside you of far greater worth upon whom the sunbeam of opportunity has not fallen, but who will stand revealed when the time comes." At that instant the beam of light fell upon the round surface of the bowl, lighting it up in the blackness. At that instant the door of the chamber opened and the king entered. He carried a torch in his hand. In its splendor the glow on the earthen bowl faded and died away. But suddenly a great draft blew out the torch of the king. In the blackness that settled over everything once more the earthen bowl glowed with soft glory in the beam of the sun. "A rare and beautiful bowl," cried the king. "I shall place it in my chamber to hold my precious oils." So saying, he lifted up the earthen bowl and carried it off. But when the full light of the sun fell on the ugly bowl, all its baseness stood revealed. There was no hiding its chipped lip and its cracked handle and its broken base. In disgust the king threw it down and trampled it under foot and made it a part of the pathway over which feet went to and fro on the business of life. Again the king turned to the treasure chamber. His bright torch set shadows dancing and dodging behind the treasure that stood revealed. Back and forth went the eye and the hand of the king searching and judging until at last the golden vase came under the full glare of the light. The hand of the king brushed aside the dust of the years, revealing the pure metal and the noble lines. "A treasure," cried the king. "This is indeed just what I wish to safeguard my precious oils." When the king had gone the old suit of armor wiped his steel brow with his clanky iron hand and said: "He who shines in a chance light before men, but has not true worth in his very soul, will be tried and then cast down and trodden under the feet of impatient men, but he who bears true value beaten into the very metal of his being, shall not be hidden but shall be brought forth into the light and honored and set up in a high place and given a worthy work in the king's household."

How Character Chats Are Best Utilized

After the teacher has read one of the "Chats" to the class, a pupil, previously designated as "judge" for the day, takes the teacher's place at desk or platform and asks what the class thinks about the story. When a number of pupils have expressed themselves freely the "judge" quickly decides which pupil has given the best interpretation. This boy or girl automatically becomes "judge" for the next day.

In order that the lesson of the "Chat" may become the children's own possession the teacher herself should refrain from comment. By all means let the pupils talk it out among themselves. Only when her opinion is directly asked should she enter into the discussion.

"Character Chats" are successfully utilized in all grades from the fourth to the ninth, inclusive, and in junior high schools. Any teacher having a specific character problem upon which help is desired, is invited to address the author, in care of this magazine.

October

By William C. T. Adams

The harvest past, our tables spread
With purple grapes and apples red,
And wholesome produce from the soil
Which has been raised by patient toil,
And in the shock the fodder stands
Bound firmly up with hempen bands.
The hay is stored up in the mow
To feed the horse and sheep and cow.

The nuts that fell from off the trees
When stirred by autumn's gentle breeze
Were gathered up by girls and boys
To add to winter's coming joys.
October has so much in store
No other month can boast of more.
It is the time to tramp about
Or better still go camping out.

September days were calm, serene,
The fields and woodlands all were green,
The gardens were our chief delight,
But what a change wrought over night.
When frosts of Autumn first appeared,
The flowers once fair, now brown and seared,
The leaves once green that clothed the trees
Are changed to crimson by the freeze.

Between the fall and winter stands
October holding out her hands,
There's summer's heat and winter's blasts,
For changes come now quick and fast.
Dark clouds obscure the azure sky
And whirling snowflakes 'round us fly.
October nights grow long and cold,
Each day Jack Frost becomes more bold,
The Earth once green is decked with snow
And from the north the cold winds blow.

EDUCATION IN ACTION

New Madrid University Like American Schools

American universities are to serve as a model for a great new university to be built at Madrid, according to a delegation of four Spanish professors who arrived in this country recently. An appropriation of 200,000,000 pesetas, or nearly $3,750,000, recently was made by the Spanish government to complete this work. The problem for the visiting professors, it was said, is to learn how American universities function as almost a separate entity from surrounding towns, feeding and housing their students as well as educating them. The University of Madrid is planned for an almost deserted suburban park called Moncloa. All members of the delegation are on the faculty of the present University of Madrid.

Jubilee Singers Lift Fisk Debt

Fisk University, pioneer institution for the higher education of Negroes, burned its notes recently after fifty years of battling financial odds. A year ago Fisk, disorganized by the war and post-war unsettled conditions, was bowed down with notes held by Nashville banks amounting to $149,000. President Thomas Elsa Jones took the field last Christmas with a group of Fisk's famous Jubilee Singers to raise $100,000. This was to be matched with a gift of $200,000 from the General Education Board, the Carnegie Corporation, Paul D. Cravath and the American Missionary Association. The campaign came to a close July 1 this year, with $150,000 in the treasury instead of the $150 which had reposed there when the drive opened. The deficit had been wiped out, buildings had been repaired and a $1,000,000 endowment fund had been established.

Says Hate of Britain Taught in American Schools

"I am perfectly certain that the young people in the schools of your great country are not taught to love Britain as they should do," declared the Bishop of London recently at a special service in St. Margaret's Church, Westminster, attended by members of the American Legion. "Indeed, I have been assured by your young men with whom I have conversed that they have been taught to hate this country. This business must be taken in hand, for it is from the point of view of both countries a serious thing," he asserted. The Bishop said that, while he was in America, three young men told him they had been taught to hate Great Britain, and a rich, educated man told him he had been taught to hate England at school when a boy. One or two persons, the Bishop said, had told him things were changing in that respect, but he asked the Legionnaires to help stop this poison from being instilled in the minds of the young. He added that he was certain these conditions did not exist in all parts of America.

School Systems Being Compared

Permission has been granted by the Cambridge, Mass., school committee to the Harvard Graduate School of Education for conducting a test as to the mentality of twenty pupils in the seventh and eighth grades of the Cambridge grammar schools. The test, which will be conducted in many other cities as well as in Cambridge, is to find out the progress which the pupils make in the grammar to high school system, known as the 8-4 system, as compared with the progress in other cities where the junior high school plan, the 6-3-3 system, is used.

Headmaster Is Town's Pawnbroker

Dr. Cyril Norwood, headmaster of the famed English college at Harrow, is also the town's only pawnbroker. However, he doesn't intend to do much lending. When Dr. Norwood came to succeed Dr. Lionel Ford at Harrow he took out the license so that if a real pawnbroker wished to set up business in Harrow the authorities could refuse it, saying there was already one in the town. Dr. Norwood does not wish the more impecunious of his boys to be tempted to dispose of their household goods.

New York City's School Budget Gains

An analysis of New York City's school budget for 1928, amounting to $161,500,000, the largest in the city's history, has just been made by the Public Education Association, and will be used in the budget hearings before the Board of Estimate and Apportionment. The budget is $28,400,000 more than the budget estimate for 1927. Instruction and operating expenses account for $125,800,000, including $14,000,000 for increasing teachers' salaries. This figure represents an increase of a little more than forty-two per cent. in the pay of teachers in the last six years. Construction of new buildings would require $85,000,000, or $10,000,000 more than the amount requested for the present year.

Bowdoin Freshmen All Photographed

As each freshman registered at Bowdoin College he filled out his schedule of courses and then had his picture taken. The prospective freshman wrote his name boldly on a large slate. Then swinging around in the same chair in which he sat to write his name he found himself facing a camera. The camera man requested the sitter to hold the slate up in front of him and click, the picture was taken, making a permanent record of the appearance of the new student, together with his autograph.

Girls Forcibly Bob Hair

In the normal school at Mexico City there is a war in which battles occur daily. The bobbed-hair girls have undertaken to forcibly bob those who will not submit willingly, and they have had general success in spite of some strenuous resistance. Parents and teachers became involved in the turmoil.

Says Science Agrees With Women Students

Women are not only fitted to do scientific work purely for science sake, but they are accomplishing results in the laboratory world, Dr. Agnes von Zahn-Harnack, daughter of a famous German scholar, told delegates from twenty-two states at the recent council meeting in Vienna of the International Federation of University Women. The record that university women of many countries have made in science more than justifies the financial aid which the federation extends to students, she believes.

Forestry Made Major Study

Ten agricultural high schools in Simpson County, Miss., have introduced forestry as a major study, setting aside plots of from ten to forty acres apiece for forestry demonstration purposes. This year the county plans include laying out of the plots and the study of forestry by the schools and members of the 4-H Club, under the supervision of an extension forester. It is planned eventually to extend this school forestry work throughout the state.

Colby Academy To Banish Its Boys

The trustees of Colby Academy, a co-educational institution at New London, N. H., since 1857, unanimously voted to admit only girls at the preparatory school beginning September, 1928. The trustees announced that there isn't a Baptist school for girls in the East, and that changing the academy over will fulfill a long-felt need. The trustees were also reasonably sure that there isn't a strictly Baptist school for girls in the country. "The changing of the times" is another reason the trustees advanced for the surprising innovation. They were of the opinion that there is a far more fertile field for an exclusively girls' school than there is for a co-educational institution.

Left School at 12, Busy Student at 67

Baltimore's oldest student, Francis M. Roberts, sixty-seven, has enrolled at the City College night school for his eighth consecutive year. He left school for work at the age of twelve, and began attending high schools at twenty-three, since which time he has received diplomas from a business college, the Y. M. C. A. school and a technical institute. He has learned Spanish in the City College night school and is now specializing on German.

Parents Given Spanking Hints

"Spank kindly and never angrily," is one of the texts used in the classes for parents and likewise for teachers, being held at State Teachers' College, Milwaukee, Wis., by Dr. Sadie M. Shellow. A recent theme was "Habit" and the spanking came as a corollary item, calculated and timed so as to cohere suggestions and make for better parents and teachers, and less untamed youngsters. "Bad habits are best broken by offering more pleasing alternatives or by connecting the habit with unhappy experience, such as spanking," Dr. Shellow declared. "But I caution you to know your child before spanking it. The most excellent spanking process has fallen into disrepute because so many parents spanked only in anger. This is harmful. Spanking is an attribute, necessary in many cases. But never have anger as the inspiration for the spank. Be a judge, calmly enforcing a sentence justified by domestic judicial procedure."

Many American Students Take Courses at Madrid

Advanced students of Madrid University and foreign students of all nations are taking advantage of the opportunities offered by the Centre of Historical Studies of Madrid. In America this seventeen-year-old institution is better known than any other in Spain. This year 135 foreign students are inscribed on its rolls, ninety-eight of them being from the United States. Numerous foreign professors are invited in the course of the year to lecture in Madrid. Some of the most eminent lecturers from the United States, Germany, Austria, Belgium and Portugal have made addresses.

School Bars Cigarettes For Boys, Cars for Girls

Cigarette smoking has been outlawed for boy students and car-riding banned for co-eds at the State Teachers College, Hattiesburg, Miss., by President Joe Cook. In making his pronouncement the president declared cigarette smokers are finding it more difficult each year to find jobs, owing to a widespread reaction in Mississippi school boards against teachers who have the habit. Likewise, there appears to be a reaction against the flapper-teacher.

Third School Contest Planned

Invitations to join the third annual New England arithmetic contest conducted by Boston University's school of education have been issued, according to Professor Guy M. Wilson of the school of education faculty. The contest will be conducted in the fifth, sixth and seventh grades, as was the case last year. When the contest was first inaugurated, participating school systems numbered about fifty, increasing to 100. When the area was broadened to include all of New England the largest number was reached last year, 200 different school systems taking part in the competition. It is expected that the number will again be doubled this year, judging by the interest aroused in educational circles even outside of the New England states. Already inquiries have been received from western states which asked to be allowed to participate this year.

Motion Pictures to Teach Surgery and Medicine

A step that promises to revolutionize the teaching of medicine and surgery was forecast recently by Will H. Hays, president of the Motion Picture Producers and Distributors of America. It is a series of motion pictures to teach surgery and medicine. This series of twelve films of moving pictures will be available for medical schools, doctors, hospitals and nurses throughout the world. Surgeons in out-of-the-way localities may rent the films showing operations by the master surgeons of the world. A plague may threaten an obscure community. Films showing the most modern methods of treatment will be rushed to the scene. A small town hospital may want to give its patients the latest treatment as given in the finest hospitals. Films may be rented that will show in detail the most modern methods. Films will also be produced for the education of the public so that disease may be prevented.

Mothers and Children In Same School

Mothers and children side by side will attend a unique school — the National Kindergarten and Elementary College—in Evanston, Ill., North Shore suburban home of Northwestern University. While the children acquire the attitude and habits carefully worked out by child specialists, their mothers will study scientifically why Johnny threw his cereal on the floor; how Mary could be cured of sucking her thumb, or the best way of teaching small Jerry not to pocket other persons' possessions.

Kindergartens Once Banned

The kindergarten, once banned by the Prussian Government as something socialistic, atheistic and subversive of the state, is today an educational commonplace throughout the civilized world, seventy-five years after the death of Friedrich Froebel, its creator, in a German village. Froebel, who during his life remained almost unknown outside of Germany, stands today as probably the best known schoolmaster of all time. Pestalozzi, the Swiss educator, had realized years earlier the need for developing the power of young children. But Froebel's kindergarten was the first clear-cut school aiming to foster their natural creative abilities. Most important of all, he first took the prison atmosphere out of the infant classroom. The silent child was allowed to sing and talk, the suppressed child to work and play. Froebel believed children to be full of budding virtue, which needed only warmth and freedom to come to blossom. "I see in every child," he said, "the possibility of a perfect man. The first impressions a young child receives are stronger and more lasting than those in later life."

Wants Graduates To Continue Study

Genuine progress in adult education in America lies in getting students interested in it as they leave college and urging them to keep up their studies even after they are engaged in gainful occupations, declares Dr. Kenyon L. Butterfield, president of Michigan State College. "It is at that time that the participant of adult education is at his best," he said.

Immigrant to Pay "Debt to America"

Gratified with the opportunities offered by the United States, A. P. R. Drucker, a Russian immigrant in 1891, has accepted a position on the faculty of the Commonwealth College of Mena, Ark., to serve one year without pay. It will be his small effort to repay what he calls his debt to America. He took advantage of every opportunity upon arrival in this country to better his education, and now he is dean of the department of business administration and banking at Colorado College in Colorado Springs. He is the president and one of the founders of the Colorado Springs Labor College which affords educational advantages to working men. Commonwealth College, founded three years ago, offers education free of charge to students of any nationality who are willing to work a stipulated number of hours each week on the college farms, or in its offices and laboratories.

Business Activities Of Antioch Students

A business of about $30,000 was done in the past year by the Antioch Press, an industry of Antioch College, Yellow Springs, Ohio, where students by alternating in work and study may be self-supporting. Other industries include the Antioch art foundry, where large figures in bronze are cast; the Antioch shoe project, which has for three years co-operated in the manufacture of correct shoes for women; the Antioch bookplate company, and a student publishing firm.

Establish School Of Wine Culture

Conegliano, Italy, is preparing to hold a great celebration to mark the founding of the Royal School of Wine Culture. Everything to do with wine or wine-growing will have a place and Venetian artists have been engaged to decorate the walls.

A MESSAGE TO THE AMBITIOUS SCHOOL PRINCIPAL OR SUPERINTENDENT

who is considering the opportunities offered in Business.
Your training and experience can be turned to good advantage on a business career. Your only need is guidance in putting your ability to good use in a business endeavor worthy of your ambition.
We have such an opening for a Principal or Superintendent. The work is dignified, pleasant—a service to mankind—and remunerative. Write in confidence to

W. A. POTTENGER, Vice Pres., Gunther Bldg., Chicago

TREND OF THE TIMES

PIGEON VETERANS of the World War are still serving the country, it was recently revealed. Several with distinguished records are included in the 465 pigeons in the army loft at Fort Monmouth, N. J. Among the pigeon heroes is "President," the bird that was wounded while returning with a message from tanks in the St. Mihiel offensive.

INSTALLED GENERATOR capacity of electric light and power plants in the United States at the end of 1926 was in excess of 25,000,000 electrical horsepower, and as an electrical horsepower is equivalent to the work of about fourteen able-bodied men, this capacity represents the work of about 350,000,000 men with the added advantage that while the generators can work continuously for twenty-four hours each day, an able-bodied man quits at the end of eight hours.

LABOR IMMIGRATION from Europe to the United States since the enactment of the restriction law has not only ceased, but has been reversed, according to an analysis of immigration trends by the National Industrial Conference Board. Since 1924, the analysis shows, the United States has been losing 20,000 annually.

BIG TAX CUT, as hoped for in some quarters, is not likely to materialize especially after President Coolidge's statement from the White House that retirement of the public debt is of prime importance. Supporters of debt retirement do not expect to keep up the pace reached the last fiscal year when the debt was reduced $1,131,308,383. That there will be some tax reduction is regarded as certain, however.

"VOICE OF LABOR" to be broadcast by radio was suggested at the American Federation of Labor's convention in Los Angeles. The resolution proposed the establishment of a great chain of broadcasting stations by the unions. The collection of an annual tax of $1 a member would finance the project. The resolution also asked for a federal investigation of charges that radio "is controlled by capital."

BOUNDARY BETWEEN Canada and Alaska will soon be marked by a powerful searchlight in order to aid fishermen to distinguish between American and Canadian waters, Colonel Lester Jones, coast and geodetic survey director at Washington, announces. This method would be a desirable boundary marker because the restrictions on salmon fishing are slightly different on the American side, Colonel Jones said.

INVENTIVE INGENUITY of the American mind seems to grow with the population. The United States patent office is now granting patents on inventions at the rate of one every three minutes. At this rate of twenty every hour the astounding total of 45,000 patents a year is reached. This is an increase of 5,000 a year in about three years. Every indication points to the expectation that the applications for patents will continue in accelerated ratio indefinitely.

AIRPLANE SPEED, worked out by a mathematician on statistics of the Schneider Cup airplane races, would show tremendous increase by 1957. The Schneider Cup was won in 1913 at a speed of forty miles an hour, and this year's winning rate was 281 miles an hour—an increase of eighteen miles an hour a year. At this rate, by 1957, he figured, airplanes will travel 820 miles an hour, or nearly as fast as day follows night.

AFRICA CONTAINS 140,000,000 negroes and 4,000,000 whites and it is only a matter of time until Africa will be ruled by the colored man, declares Dr. H. E. Wareham, who has had twenty-five years of experience in missionary work in northern Rhodesia. "Africans are not an inferior species of people," said Dr. Wareham, "and they cannot be kept permanently in subjection."

SMALL TOWN postmasters are too busy to read postcards, it was declared at the National League of District Postmasters' convention at Louisville, Ky.

PHILADELPHIA MOTHERS of boys and girls whose lives have been snuffed out in street accidents are forming an organization to be known as Mothers' Safety Council. An atmosphere of solemnity pervaded the first meeting of these 300 women as they went about the business of organizing themselves into a unit to save other mothers from the sorrows which they have had.

The BOOK TABLE

HISTORY OF EUROPE: OUR OWN TIMES. By James Harvey Robinson and Charles A. Beard. Revised Edition. Last 170 pages wholly new. Cloth. 654 pages. Boston, New York, Chicago: Ginn and Company.

We do not assume to comment on the value or importance of the Histories of Robinson and Beard, which have been adopted by 8,000 cities and institutions, which is a testimonial that makes general praise little short of absurd, but in this, their latest production, they do two things surpassingly well. In the first place they present the history of science with such wonderful mastery that no one else has made the science of today as brilliantly vivid as these authors have in twenty pages (500 to 519). Here is one sentence characteristic of their style of presentation: "It is calculated that an electron of hydrogen goes around its tiny orbit seven thousand million times in a millionth of a second."

Here is another: "It happens that coal tar contains a great variety of very complicated and valuable molecules from which thousands and thousands of beautiful dyes (the so-called analine colors) can be made. . . . King Solomon in all his glory was not arrayed like a lady who has the analine dyes at her disposal."

The other wonderful contribution of this History is the history of Our Times, of the world since European conditions in 1914 made the World War with all of its terrors. We have done a vast amount of reading on "Our Times" in the last thirteen years, and it is only thirteen years since "Our Times" really began, and we have seen nothing so clear, so concise, so thrilling, as are these 142 pages. The hottest day of August, 1927, these pages held me spellbound, and gave me the first "beam" broadcasting vision of what and why the World War exploded and how and by whom that horrible war was ended.

If there is anything comparable to this we would like to see it.

EVERYDAY ELECTRICITY. By Joseph R. Lunt, Boston Teachers' College. Cloth. 800 pages. New York: The Macmillan Company.

The Boston Teachers' College is on a college basis in science, and Professor Lunt is as good a scientist as he is teacher and as good a teacher as he is scientist, and his book is professionally pedagogical and scientifically informing and inspiring.

Intelligent use of electricity means more today than the mere snapping of a switch or the pressing of a button. It means some appreciation of problems involved in operating big power stations and distributing electric power to thousands of homes. It means some understanding of common terms and principles affecting the control and use of electricity. It means adequate wiring in the home, with convenient switches, suitable outlets, and protected circuits. It means some knowledge of the operation and care of electrical devices, such as motors, cleaners, washers, ranges, and refrigerating machines.

EDUCATION AT WORK. Studies in Contemporary Education. Edited by H. Bompas Smith, M. Ed., University of Manchester, England. New York: Longmans, Green & Company, Ltd.

The present educational interests in America are so intense that we fail to realize that even now we have much to learn from England as well as from Germany and France. We are led to make this comment from browsing profitably and enjoyably in H. Bompas Smith's "Education at Work," which is really a charming presentation of the history of education in action in the last century, culminating in what is being done today with an inspiring outlook for the future.

Oxford and Cambridge are 600 years old and are known fairly well by all American educators who have professional interests, but it is not as well known that mostly within fifty years universities have been founded in all English cities of more than 300,000, cities outside of London, larger than Indianapolis, Rochester, or Jersey City—Manchester, Liverpool, Leeds, Sheffield, Birmingham and Bristol.

A hundred years ago University College and King's College in London began to break the monopoly of Oxford and Cambridge. The University College of London was founded with freedom from religious tests, "godless" was the popular designation, and this was countered by the establishment of King's College.

Manchester College, founded by John Owens in 1846-50, was the first to make it impossible to have religious tests for entrance.

This fascinating story of Manchester College of today deals with country or village schools, adult education and other modern problems.

PAGEANTS WITH A PURPOSE. Linwood Taft, Editor. Special Day Pageants for Little People. By Marion Kennedy and Katherine Isabel Bemis, both of Minneapolis Public Schools. Cloth. New York: A. S. Barnes and Company.

The special days here presented are: New Year's Day, Lincoln's Birthday, Valentine Day, Washington's Birthday, St. Patrick's Day, Arbor Day, Bird Day, Mother's Day, Memorial Day, Father's Day, Flag Day, Independence Day, Labor Day, Constitution Day, Columbus Day, Roosevelt Day, Hallowe'en, Armistice Day, Red Cross Exercise, Thanksgiving, Christmas.

THINKING, SPEAKING AND WRITING. Book One. 322 pages. A Textbook in English for the Seventh Year. Book Two, 375 pages, for the Eighth Year; Book Three, 425 pages, for the Ninth Year. By Mabel Holman, a Junior-Senior High School, New York City; Donald Leman Clark, Assistant Professor in English, Columbia University, and Benjamin Veit, in charge of Junior High Schools, New York City. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

Here is a series that takes the teaching of English seriously in the Junior High School years, Grades Seven, Eight and Nine.

There are more than 1,100 pages devoted to the teaching of children how to learn to use English correctly, easily, effectively.

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Without saying anything else, the plan lends itself to individual instruction delightfully.

In the survey of New York schools by Dr. William H. Allen all of the corps of surveyors expressed surprise, almost amazement at the superior quality of the work in practically every subject, and whoever will examine these books on "Thinking, Speaking and Writing," will find that they represent public school work of New York City at its best.

THE GARLAND OF DEFEAT. By Florence Mary Bennett (Mrs. Louis Francis Anderson). Published by Harold Vinal, Ltd., 562 Fifth Avenue, New York City.

Anything from the pen of Mrs. Louis Francis Anderson of Walla Walla, better known by her name as professor in Hunter College, New York City,— Florence Mary Bennett— has a warm welcome in many homes, for she has a poetic touch to whatever she writes and, strange to say, revels in the romantic life back in the world as it was Before Christ.

This is a poet's novel. It is the story, related with delicacy and the authority of scholarship, of the most beautiful statue in the world — Praxiteles' Hermes. The period is Athens, in the fourth century, B. C.; the characters, an ingenuous Arcadian shepherd lad, drawn into a circle of poets, sculptors and philosophers. The personalities are a foil for the greater romance of a lost civilization. Interspersed through the text are the author's own translations from ancient Greek poets. Pagan life and art provide a magnificent setting for this tale of tragic, yet triumphant, love.

ECONOMICS, OR THE SCIENCE OF BUSINESS. By Delos O. Kinsman, Ph.D., American University. Cloth. 366 pages. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

A textbook on economics has universal interest because every one is in business to a greater or less extent. Every teacher has a bank account and practically every junior high school student has money in a bank. In the West especially stores have blocks of blank checks of banks and prefer that a patron sign a check instead of paying cash, because it is much easier to handle. At a teachers' banquet recently more than half of the teachers signed a check for the price of the supper ticket.

Dr. Kinsman's book is not only comprehensive but eminently practical from the standpoint of persons of limited business experience. There are interesting culminations of every phase of the book. For instance, the history of the monetary system of the United States runs in the expression "16 to 1."

The special attraction of Dr. Kinsman's book is the eminently practical way in which he treats subjects of present-day interests such as real estate, wages of labor, labor problems, and other affairs with which everyone is concerned. He never forgets that his mission is to give a scientific explanation of the *actual facts of our business life*

NEW YORK AT SCHOOL. A Description of the Activities and Administration of the Public Schools. By Josephine Chase, assistant director, Public Education Association, in colloboration with the school authorities. Cloth. 270 pages. Public Education Association of the City of New York.

This study of the New York school system can be read and enjoyed like a story, for there is no attempt to evaluate work or to criticise. It tells in an interesting way what is and how it is done by the New York City school system. It deals with a million children, more than there are in Chicago, St. Louis, Detroit, Boston and Baltimore. The teaching force itself is larger than the entire population of each of two-thirds of the cities in New York State, larger than any city in some states.

In the midst of lower Manhattan there are three or four thousand children to a school and almost every available corner accommodates a child, and in Public School 81 Bronx is a beautiful new building with less than 400 pupils, where the children may pick violets on the school lawn and eat luncheon under the trees.

In a city of such bewildering size as this—the equivalent of five large school systems under the supervision of one central office—the tendency naturally was to make the physical task of administration easier by requiring all children to do the same work in the same way at the same time. Experience has taught that one set of standards will not serve for 1,000,000 children, whose talents, tastes and potential possibilities are all different.

The system is so large, the needs of the pupils so varied, that schooling in widely different fields becomes possible. Opportunity for industrial training, for art work, for highly specialized academic work are practicable in a city where a sufficiently large group will benefit by that training.

The wisest school people for the last thirty years have been directing every new development, every revision of courses of study, to give to each individual child as much information, as much skill or as much curiosity as he is able to acquire.

The school program is being adjusted, first, to varying mental abilities. Children are being classified and taught in fairly homogeneous groups. Second, schools are making adjustments to further the proper physical development of pupils. Health and physical education play a large part in any school curriculum. Medical and dental supervision are used to guide the individual child in protection of his physical well-being. In case a child has certain defects the school course is changed and adapted to fit the child's need and to counteract the ill effects those defects might have on his future career. Special classes are provided for seriously handicapped children.

While schools are just beginning to take into consideration a child's personality and emotional development in determining the kind of education best suited to him, they are making a real effort to offer in school the knowledge, inspiration and training that will make for the development of sturdy character.

The schools aim, first, to give a rounded education, developing mind and body and personality; and, second, to give every child a chance before he leaves school to develop special talents and tastes, to get the particular type of education—trade, commercial, academic, artistic,—that will best fit him for a happy and useful life.

There is a thrill in this presentation which is impossible where there is attempt to criticise. The aim of this picture of "New York at School" was to produce a book that the six million people of New York City would enjoy reading and the schools would profit from this universal reading.

BETTER ENGLISH HABITS. Book One. Third and Fourth Years. 200 pages. Book Two. Fifth and Sixth Years. 160 pages. Manual for Each Book. All in Cloth. By Alma Blount, Ph.D., Ypsilanti, Michigan, State Teachers College, and Clark S. Northrup, Ph.D., Cornell University. Chicago: Wheeler Publishing Company.

The title of these books is an especially happy selection. The material is new for school readers. The grading is skilful and the arrangement is fresh and appealing professionally. The Manuals are stimulating as well as helpful as guides in the use of the books.

Books Received

"Essentials of American Government." By John Mabry Matthews.—"Types of Modern Dramatic Composition." Edited by Leroy Phillips and Theodore Johnson. Introductory Essay by George Pierce Baker.—"Clothing Construction." By Clara M. Brown with Collaboration of Adella Eppel, Ethel R. Gorham, Aura I. Keever, Muriel G. McFarland, Iva I. Sell. Boston: Ginn and Company.

"Pennie." By Bertha B. and Ernest Cobb. Newton Upper Falls, Mass.: Arlo Publishing Company.

"Our Neighbors in South America." By Walter Lefferts. Philadelphia, Pa.: J. B. Lippincott Company.

"The Father of Little Women." By Honore Willsie Morrow. Boston, Mass.: Little, Brown and Company.

"The Garland of Defeat." By Florence Mary Bennett. New York: Harold Vinal, Ltd.

"Readings From Lincoln." By Alfred A. Wright.. New York City: Henry Holt and Company.

"Sixth Grade Arithmetic Practice." Prepared with assistance of Arthur R. Jensen, of Madison, Wis. New York City: The Macmillan Company.

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GRINS BETWEEN GRINDS

Pity the Poor Professor!

The absent-minded professor had received a couple of tickets for a popular play that was running in town.

Unfortunately, a previous engagement prevented him from making use of them, so he rang up some friends. "I say," he said, "I've just had two tickets for the 'Bonebreaker' sent me, but some wretched people have invited me for a dinner party. Would you care to have the seats?"

"Only too glad," was the bland reply, "but, unfortunately, we happen to be your wretched hosts."—Chicago Daily News.

Accomplishments

Three small boys were talking about their fathers. The son of a writer said: "My father just writes a few words on a piece of paper and gets $25 for it."

"Oh," said the lawyer's son, "my daddy just sits in a room and tells people what to do, and they give him $50 for it."

"That's nothing," said the parson's son. "My dad gets up in the pulpit, preaches for a few minutes, and when he's finished it takes eight men to carry the money to the vestry."—The Witness.

That Would Suit Father

Teacher—"If your father knew how badly you were acting at school he would get gray hairs from grief."

Kid—"How nice that would be. He's bald-headed now."—College Life.

Saving on the Soap

Tommy, who had no great love for soap and water, was observed by his mother washing the forefinger of his right hand.

"What's the idea of washing only one finger?" she inquired.

"The boy next door has asked me to come over and feel his baby sister's new tooth," explained Tommy.—Boston Transcript.

Raising the Dust

A young lady addressed a literary lion who sat at her feet at a banquet given in his honor: "I was reading one of your books recently, and there was one bit I couldn't make out. You said a blush 'crept slowly.'" "What else could I say?" asked the author. "What would happen in these days if a blush did anything but creep? Imagine the dust it would raise if it ran."—The Outlook.

It Came True

"Do you know," said the man on the train, "I'm beginning to believe in fortune telling."

"Why," asked his companion, "did something come true?"

"Yes," was the reply, "the other day a fortune teller told me I would have money left me, and today I have 37 cents left after paying my wife's dressmaker's bill."—Boston Transcript.

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JOURNAL MAIL BAG

A Free College for Craftsmen

Editor, Journal of Education:—

Man's increasing tendency to help the other fellow along is the most outstanding achievement of society in the past two or three generations, observes a famous publisher* in his recent autobiography.

To bear out this assertion he mentions greatly improved working conditions in factories and stores, shorter hours, more air and light, recreational facilities, and cites many instances wherein employers share profits with their employes.

In line with this sympathetic trend are the great strides made in public educational systems and equipment, and still more recently, the establishment of free trade schools. One of the largest of the latter in the country, the Frank Wiggins Trade School, has just been established in its new building in Los Angeles.

The ten stories of this modern structure are devoted exclusively to class and lecture rooms, laboratories and equipment for instruction in ten main trade groups and their many divisions —each floor being devoted to a group and its subdivisions. As many as five thousand day and twenty-five hundred night students can be capably handled by the comprehensive staff of instructors.

No tuition or enrollment fee is required, and textbooks, tools and materials are loaned the students. There are few restrictions to entrance, but only those who can actually profit by the trade training can be enrolled. Any individual who does not promise possibilities of placement after he is trained will not be accepted. A recent case was that of a woman who wished to enter the tile-setting class to develop her hobby for this craft, but she was rejected.

Applicants must be sixteen years old, or over, and while no upper age limit has been set, in many trades placement of the school graduates is difficult over a certain age. It is assumed that the applicant is physically capable of pursuing the trade he selects, and is normal mentally.

A few occupations demand general school preparation — as, for example, students enrolled in printing must have the equivalent of two years in high school. In some others an eighth grade preparation is required, and in still others no requirement whatever is set up.

The schedule of classes is made as elastic as possible, in order that students otherwise employed can attend at the most convenient times.

Hundreds of men and women of all ages, who heretofore were struggling to make a living through lack of proper training, are now working at profitable trades and crafts, thanks to their courses in the Frank Wiggins Trade School. This enterprise, supported by the Los Angeles School district, and under direction of Howard A. Campion, principal, is believed to be one of the largest, if not the largest, institutions of its kind in the country, and represents an investment of over a million dollars in building and equipment.

Hi Sibley.

1240 S. Figueroa,
Los Angeles, California.

*The late Henry Holt: "Garrulities of an Octogenarian Editor."

Examining the Past

Editor, Journal of Education:—

From files of the New England Journal of Education dating back more than half a century, which my father carefully kept, I am constantly reading of progressive policies which seem to be appropriate to this day and time. Not only history, but even progressive methods in education, seem to repeat themselves after long years, and I sometimes wonder if we really have made the progress that we profess.

Very cordially yours,
M. L. Duggan,
State Superintendent of Schools,
Atlanta, Ga.

Meetings To Be Held

NOVEMBER.

2: National Committee for Mental Hygiene: Clifford W. Beers, 370 Seventh Avenue, New York City; New York City.

3-5: Iowa State Teachers Association: Charles F. Pye, 415 Shops Building, Des Moines, Iowa; Des Moines, Iowa.

3-5: Kansas State Teachers Association: F. L. Pinet, Topeka, Kansas; Topeka, Wichita, Salina and Pittsburg, Kansas.

3-5: Wisconsin Teachers Association: E. G. Doudna, 717 Beaver Building, Madison, Wis.; Milwaukee, Wis.

4: Iowa Association of Teachers of English: Mary Maude Shuell, 650 16th St., Des Moines; Des Moines, Iowa.

5: Wisconsin Association of Mathematics Teachers: Ada M. Parsons, W. Division H. S., Milwaukee, Wis.; Milwaukee, Wisconsin.

5: Women's Educational and Industrial Union: Leah Tapper Cadbury, 264 Boylston St., Boston, Mass.; Boston, Mass.

9-12: Missouri Society of Teachers of History and Government: Lottie Huf Soldan High School, St. Louis, Mo.; St. Louis, Mo.

9-12: Missouri State Teachers Association: E. M. Carter, Columbia, Mo.; St. Louis, Mo.

10-11: Annual Meeting of Illinois Vocational Home-Making Teachers, Sherman Hotel, Chicago.

10-11: Missouri Council of Teachers of English: Mary Woods, State Teachers College, Springfield, Missouri; St. Louis, Mo.

10-12: Minnesota Education Association, Minneapolis. C. G. Schulz, Secretary, 919 Pioneer Building, St. Paul.

11-12: Vocational Conference of the Illinois Home Economics Association, joint meeting with Illinois Society for Vocational and Practical Arts Association, Sherman Hotel, Chicago.

17-19: High School Conference: H. A. Hollister, University of Illinois, Urbana Ill.; Urbana, Ill.

17-19: Illinois City Superintendents Association: H. B. Black, Mattoon, Illinois; Urbana, Illinois.

21-25: South Dakota Education Association: N. E. Steele, Perry Block, Sioux Falls, S. D.; Aberdeen, S. D.

23-25: Co-operative Education Association of Virginia: J. H. Montgomery, 422 State Office Building, Richmond, Va.; Richmond, Va.

24-26: National Council of Teachers of English: W. Wilbur Katfield, 506 W. 69th St., Chicago, Illinois; Chicago, Illinois.

26: College Conference on English in the Central Atlantic States: Norman E. McClure, Penna.; Military College, Chester, Pa.

DECEMBER.

2-3: Association of Colleges and University Unions: Edward S. Drake, Ohio State University, Columbus, Ohio; Iowa City, Iowa.

17-19-20: American Vocational Association Convention, Los Angeles, California. Benjamin W. Johnson, secretary, University of California, Los Angeles.

26-30: Oregon State Teachers Association: E. F. Carleton, 408 Salmon St., Portland, Ore.; Portland, Ore.

27: National Council of Geography Teachers: George J. Miller, State Teachers College, Mankato, Minn.; Nashville, Tenn.

27-29: National Commercial Teachers Federation: John Alfred White, 818 Monroe St., Gary, Indiana; Kansas City, Mo.

28-30: National Association of Teachers of Speech: H. L. Eubank, Albion College, Albion, Mich.; Chicago, Illinois.

29-31: Modern Language Association of America: Carleton Brown, Bryn Mawr College; Bryn Mawr, Pa.

28-30: American Historical Association: John S. Bassett, 58 Pomeroy Terrace, Northampton, Mass.; Washington, D. C.

28-29: Pennsylvania State Education Association: J. Herbert Kelley, 400 No. 3d St., Harrisburg, Pa.; Lancaster, Pa.

1928

February 25-March 1: Department of Superintendence, Boston, Mass.

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